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ABSTRACT

As part of a program to prepare public librarians to serve the urban disadvantaged, the faculty at Wayne State University experimented with simulation as an instructional technique. They developed and tested a library game, LIB SIM, aimed at introducing students to the relationships between main library and various branches in a large urban public library, and the ways in which community pressures and political and economic events at local, state and national levels can impinge upon library policies and services. The simulation described in this report was an effort to build upon the experience with LIB SIM and to develop a simulation simple enough to be playable within an ordinary two hour class period (including the essential de-briefing or class discussion to clarify and focus the issues raised) and realistic enough to be a genuine learning experience. The model here described focussed upon teaching students how to work as change agents within a typical library bureaucratic structure. It was tested in two sessions of a new core course at Wayne State on Issues in Librarianship required of all students in their last quarter of the curriculum. The experience with INTERACTION was positive. In addition, the model seems flexible enough to lend itself to focus on a variety of library problems. (Author/SJ)

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INTERACTION

A ROLE PLAYING SIMULATION ACTIVITY

A REPORT

by

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PREFACE

In 1971/72, Wayne State University, in cooperation with the U.S. Office of Education, under the Higher Education Act, Title IIB, conducted a year long program at the master's level to prepare public librarians to serve the urban disadvantaged. As part of this institute, we experimented with simulation as an instructional technique.

With the aid of Dr. Barry Lawson, then a member of the Urban Planning faculty, Louise Naughton, Assistant Professor of Library Science, and Marguerite Tripp, a technical assistant, we developed and tested a library game, LIB SIM, aimed at introducing students to the relationships between main library and various branches in a large urban public library, and the ways in which community pressures and political and economic events at local, state and national levels can impinge upon library policies and services. An account of our experience with LIB SIM by Barry Lawson is included in the final report of the institute.[1] In general, we concluded that although LIB SIM offered promise as an instructional tool, its complexities tended to get in the way of, rather than facilitate learning, and that much more work needed to be done on the model before it warranted further use.

INTERACTION, the simulation described in this report, was an

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[1] Genevieve M. Casey, Public Library Service for the Urban Disadvantaged. Wayne State University, 1972.

effort to build upon our experience with LIB SIM and to develop a simulation simple enough to be playable within an ordinary two hour class period (including the essential "de-briefing" or class discussion to clarify and focus the issues raised) and realistic enough to be a genuine learning experience. We were fortunate to be able to draw upon the expertise of Dr. Robert Henderhan who joined the Wayne State University faculty in 1972 with extensive simulation experience in industry and government.

The model here described focussed upon teaching students how to work as change agents within a typical library bureaucratic structure. It was tested in two sessions of a new core course at Wayne State on "Issues in Librarianship" required of all students in their last quarter of the MSLS curriculum.

Our experience with INTERACTION was positive. In addition, the model seems flexible enough to lend itself to focus on a variety of library problems. The faculty at Wayne State University Department of Library Science plan to use it to explore the central issues of librarianship, and thus as a major instructional tool in the 1973/74 curriculum. We invite the experiment and comments of our colleagues in other graduate library science programs.

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INTERACTION
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INTRODUCTION

With each year that passes, more and more persons are becoming students in Library Science courses of study designed to prepare them to perform a function or group of functions in the job market.

During the course of their training, they are taught and learn a great many relevant concepts, factual data, and procedures which will prepare them for useful service. In short, most students will leave a program in Library Science well prepared in the discipline and its many facets.

However, there are two additional questions which must be considered. Can the students interact well with other people within a library organization to accomplish their desired ends, and what does the Library Science teaching staff know of the student's capability to profitably deal with people in the context of Library organizations? These two general questions have many implications and require more than cursory analysis.

The question of whether an individual can work within the context of an organization to accomplish desired goals is often referred to as the ability to work within a bureaucracy. They must be able to do this with reasonable success and we must predict how well they will

be able to do it. In order for either of these ends to be accomplished it is necessary to reasonably determine the essential group of skills which must be developed by each student.

This general determination appears not to be as difficult as it might first appear. An extensive body of research in areas of social science strongly indicates that those students possessing both discipline competencies and people skills will generally be most successful in implementing their ideas and solutions in a complex organizational structure. The most successful persons are those who are most sensitive to the feelings and requirements of others, and who possess a high degree of self confidence. In general, these characteristics are of equal or greater importance than discipline knowledge in effecting change within the system.

Empathy

Research and logical discourse over the first half of the twentieth century has also indicated that sensitivity to others can best be viewed within the construct known as "empathy", and also that personality constructs such as self concept, self insight, self confidence and others are highly correlated to empathic ability. In short, it has been reasonably determined that an individual who possess a high degree of empathic ability will generally be more self assured, and will be more effective in dealing with different people in an organizational context.

The ability to empathize has been referred to as the Te ne sais quoi of leadership, the sine qua non of group counselors,[1] and essential for social interaction and proper human relations.[2] It has,

for example, been illustrated that identical situations are perceived quite differently by labor and management due to different frames of reference, context, and overall cognitive organization. As a result, the capacity for empathy is greatly reduced and problem solutions are impeded.[3]

Personality Correlates of Empathy. As indicated above there appear to be several personality correlates of empathy. Among the most important of these correlates are self concept, self insight, emotional security, and social skill.

Self Concept. The maintenance of self satisfying feelings about oneself has been found to be of considerable importance in directing a person's life bearing and relations with others. It has been well illustrated that persons who have a low self concept tend to be anxious, defensively emotional, limited in the avenues in which they may respond, and more attentive to themselves than to other persons.[4] The relationship between self evaluation and social perception has also been investigated. It was found that a definite relationship exists between attitudes of self acceptance and respect for others.[5] An individual who holds negative feelings about himself tends to hold negative feelings about people in general.[6] Thus, empathy has been found to be a generally positive indicator of self concept.

Self Insight. Does an individual who is high in empathic ability understand himself? The empirical relationships have been generally positive. It would appear that the ability to feel and describe ones own thoughts and feelings is accompanied by a better

understanding of the relationships one has with others. Conversely, those who are less sensitive to the role of the other seem also to lack insight into their own interpersonal relations.[7] It has also been found that there is a significant relationship between a person's ability to rate himself on personality traits, and his ability to rate others in a group on the same traits.[8] Based on the available evidence, it appears reasonable to accept the conclusion that persons who show insight into their own status with respect to their peers on individual traits tend also to rate their peers accurately on those traits.

Emotional Security. The theory that relates emotional security and empathy is based on the assumption that people who have normal development are better adjusted in their dealings with others. It has been revealed that those with a poor conception of self tend to exhibit more self concern and are thus less able to detect the behavioral cues of others. Also those poorly adjusted persons are often more prejudiced, authoritarian, and defensive in general--leading to judgments colored by personal biases and needs.

Researchers have found that positive adjustment-as revealed by The Bell Adjustment Inventory. California Authoritarian Scale, and certain scales of the MMPI, is associated with the ability to accurately predict behavior.[9]

Social Skill. In the case of social skill, a consistant positive relationship has been found with the ability to accurately predict and relate to the behavior of others. It has been found, for example, that persons judged to be leaders by a sociometric test tend

to predict the group's responses with high accuracy.[10]

The indication of a strong relationship between empathy and social skill is generally evident. The theory of this finding is simply that a person who is better liked and can satisfy the group's needs will have the opportunity to interact and can therefore find out more about the persons he must evaluate. The following statement frames the empirical evidence succinctly.[11]

> . . . if one can **anticipate** the needs and behaviors of others, he can act to satisfy them. By satisfying the needs of others, an individual becomes in effect a "problem solver" for the other person. Research indicates that such problem solvers are more often chosen a leader; the more the leader is perceived as a problem solver, the more the others appear to be motivated to help the leader. A person possessing greater accuracy in social perceptions can act with more certainty and confidence in the consequence of his interpersonal behavior. He is in a position not only to achieve with more certainty the goals of others, but also the social goals he has for himself.

Summary

The purpose of this general introduction has been twofold: first, to advance the theory that graduates of library science programs should have exposure to situations and activities which might assist them to better function within the library organizational structure, and second, that primary skills involved in functioning effectively within an organization are so called 'people' skills. This skill area has been researched and often goes under the name of empathy or empathic ability. It is also of special interest to understand that this skill or ability is correlated highly with such personality traits as self concept, self insight, emotional security, and social skills.

In short, if a library science student can be discovered to

possess an extremely low capability to empathize, it is probable that he will have difficulty in functioning within the organization, and it is also probable that he has some leanings toward low self concept, poor self insight, emotional insecurity, and is low in social skill.

None of this means that this student will fail in the library field. It does probably mean, however, that he will not function as effectively as he could, and certainly not as well as the student who possesses high empathic ability.

If all of this is true--and the research certainly does support its importance--then it behooves the library science program to provide insight into the empathic ability of each student, and to provide situations or activities which would be of assistance in improving this ability. The empirical investigations to this point strongly suggest that one might identify students who require counseling assistance, students who are not suited to the eventual position, and students who would benefit from training in dealing with people--specifically in groups and in the context of problem solution.[12]

THE ROLE PLAYING ACTIVITY

Based on the problem area defined above and the requirement that the basic activity be viable for a two hour class period, a group interaction, role playing model was developed for use as an 'awareness' mechanism for the student and as an investigatory device for the instructor.

Using this model, the student will become involved in and hopefully aware of possible problem areas in real library world, the im-

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*The situation, roles, and problems involved in this activity were drawn from observations, writings, and discussions with library personnel in a disadvantaged setting.

posed roles of people functioning within the library organization, perception of self within the context of a problem solving group, perception of others, the relationship between the way one views himself as compared to the way he is viewed by others on specified criteria, the effect of group interaction and knowledge of others perceptions of himself on modification of behavior, and finally, exposure to and use of a decision making tool which should be of benefit in future problem solving efforts.

Using this role playing model, the instructor should be able to better determine the degree to which a student possesses the ability to empathize (as defined by his accuracy of perception of others), and better determine if potential problems exist in significant personality correlates of empathy.

This acquired knowledge by the instructor is both diagnostic and prescriptive--diagnostic in the form of identifying existing conditions and prescriptive in the sense of calling for the creation of additional exercizes for self-other interaction in the context of library organizational roles and situations.

Description of Forms

Each student in the group of four people will be given a packet of materials with a series of forms with information appropriate to the role he is to play (a description of this administration procedure will be presented in the next section.) The forms involved in the activity are as follows:

Form 1. This form describes the situation which all group members are a part of. It depicts a small branch library with a page long description of the conditions within and surrounding. This situation sets a common stage for all the players.

Form 2. This form describes the role each student is to take within the situation described above. There are four roles--head librarian, assistant librarian, junior librarian #1, and junior librarian #2.

Each of the roles are extremely important in setting the scene for interaction and providing a mechanism to determine how well each student can assume a specifically defined role.

It is strongly indicated that the student who is more adept at assuming a specifically define role will be more successful in working effectively within the group organization.

Form 3. This form presents a specific problem to be considered by the individual and the group in the context of the common situation and the specific role each student has assumed. (Two problems drawn from real situations are presented in this report.)

Each problem is so designed as to present only that amount of information deemed to be sufficient to provide a basis for group interaction.

Form 4. In this form the individual student will write his solution to the problem. This action will take place prior to any group discussion and any exposure to the decision making model.

This solution is to be devised in the face of the situation described and the specific role being taken.

The information on this form will be known to the student and will provide information on shifts of position during discussion with the other group members.

Form 5. This form consists of four worksheets containing a suggested procedure for attacking and arriving a solution to the problem. This procedure systematizes to provide a standardized procedure, to expedite solution in a limited time, and expose the students to a type of procedure which may be used in future problems.

The form is used by the group during discussion of the problem.

Form 6. The form is a group recording sheet which provides data on the final group solution, the number of group members agreeing to the solution, and which people agreed to the final solution. When this data is compared to role position each student was to assume and to the individual solutions generated prior to discussion, interesting and enlightening considerations are evident. For example, some persons are more easily swayed than others, some people are more rigid, some groups effect compromise solutions which are acceptable to all members, and some groups do not interact effectively at all--sometimes due to one member's imposition.

Form 7. The form is a self rating sheet for seven criteria. The individual group member is to place a check in one of the performance categories opposite each criteria. This rating becomes his analysis of his own effectiveness as a group member during the preceding discussion.

Although it is unknown to the student, each performance category has a value from 1-6 (Good = 1 -- Excel = 6) which is to be summed by the instructor to obtain a total score value. This value becomes an operational indication of the student's self evaluation.

This is a very important piece of data. When compared with the average evaluation of himself by others it may indicate serious discrepancies which can then be further analyzed to determine their major source or sources. This analysis is based on the assumption that an individual had better be aware of serious discrepancies between the way he views himself and the way others view him. The lack of this knowledge could seriously impair his effectiveness in an organizational setting.

Form 8. On this form (each group member is supplied three copies) each group member rates each other group member on the same seven criteria as in Form 7. The data obtained from these forms is averaged and provides the basis for determining discrepancies between self evaluation and the evaluation of others.

Form 9. On this form, each student will rate himself by checking those values which played an important part in his determination of a problem solution. Since all of the values are intended to be positive contributors his total score will be a summation of one point for each box checked.

When the results are compared with the results of Form 10 (which is an average evaluation of him by others) discrepancies can be again considered in the vein of self-other perceptions. However, in this case the data can also provide a useful base to consider and discuss major issues facing libraries today.

Form 10. On this form (each group member is supplied three copies) each group member rates each other group member on the value chart. The average of scores will provide the basis for discrepancy evaluation.

Procedure for Administration

1. The total population is first divided into small groups of four each. Each group is assigned a letter (A-B-etc.) and each of the four people within each group is assigned a number (1, 2, 3, or 4) which indicates the role they will play.
2. Each group of four people is then placed in different parts of the room or space available. (Some confusion normally results as the people come together to form their groups at the specified locations.)
3. When each group is formed, packets numbered for each individual

and containing necessary materials are passed out to each individual within the group. One of the items that these packets contain is a number card which the individual can pin on to indicate his role. At this time the groups are told that:

All #1 play the role of a head librarian

All #2 play the role of an assistant librarian

All #3 play the role of a junior librarian

All #4 play the role of a junior librarian

They are asked to pin on the number cards so that other members of their group will always know which role they are playing.

4. When the role number cards are pinned on, each group member is asked to look at Form 1 which is a description of him job situation. About three minutes is allowed to read this description.
5. After reading Form 1, each individual is asked to read Form 2 which is the description of their particular role (head librarian, assistant librarian, junior librarian #1, or junior librarian #2). Each individual is allowed five minutes to read and reflect on his particular role.
6. Once each individual has reflected on the job situation and his role in the group, they are each asked to individually look at Form 3, which is a situational problem to be solved. They are allowed five minutes to individually reflect on the problem.
7. After considering the problem in the context of their role, each group member is asked to write his individual solution to the problem on Form 4.

After they are finished, each individual solution is collected

(by group) for later comparison and analysis.

8. At this point, the group is ready to begin discussion of the problem in the context of the job situation and their roles.

   Each of the individuals will find and use Form 5 as a guide to discussing and solving their problem. The person playing Role #1 (head librarian) will moderate the discussion and fill out all forms.

   Fifteen minutes will be allowed for the group discussion. At the end of this time the person playing Role #1 will fill out Form 3 (group report form) and hand it to the instructor.

9. When these forms are collected each individual will find Form 7 and evaluate their own performance. When finished, these forms will be handed in to the instructor.

10. Next, the individual will be asked to find Form 8 and in three copies evaluate each of the other members of the group. When finished these are to be handed to the instructor.

11. Next, each individual will find Form 9 and evaluate himself. When finished, these forms are to be handed in to the instructor.

12. When this has been done, each individual will find Form 10 (in three copies) evaluate each of the other group members and hand them to the instructor.

At this point, the groups can be put through another problem, using the same procedure, or another problem can be put through at another time, or the exercise can finish after the one problem. In any event, when the exercise is completed, the data forms should be ana-

lyzed and an exercise debriefing should take place.

This debriefing should present the purposes of the activity, reveal the results of the data analysis, and discuss individual and group reactions which may have occurred during the play.

Analysis and Debriefing

This role playing simulation presents a number of possibilities which can enhance student learning and student-instructor analysis. First, the students are presented with a situation, drawn from actual circumstances and representative of many positions available on the job market. Second, the students are made aware of different roles involved in a small library or even part of a large library situation. They must try to place themselves into one of the roles and react to the other group members in their role taking. The act of taking a role relative to a situation, and maintaining it through all interaction is difficult even for those with high empathic ability. It requires concentration and involvement, which is a condition usually required if learning is to be optimally facilitated. Third, the students are presented with problems which have actually occurred in a small branch library setting.

With these three items-situation-role-problem, the student will gain some exposure. And it is well established that sensitivity to types of situations, roles, and problems can be increased through concentrated exposure such as that involved in this activity.

In addition to the exposure noted above, the student can also become aware of other items. For example, Form 5 forces a decision procedure which the students may not have used and with which they

should become knowledgable.

However, beyond these things, the student and instructor will become quickly aware of any discrepancy between the way he sees himself and way he is viewed by the group on both performance criteria and positive library values. This factor will be immediately evident if the instructor scores the forms immediately and presents them on a chalkboard for all to see. (See page 18 for a possible form of this presentation.) Sometimes it is useful to use this procedure and indicate projected results (if the session were to run several times with different problems). It can be illustrated that most discrepancies would tend to be considerably reduced as the group members began to work more closely together and gain greater sensitivity to one another. If it is possible to do and if the instructor wishes, multiple sessions can be administered and the results observed.

Another important factor to be considered is a comparison of the individual solution to the problem-Form 4-with the group solution. This analysis will provide an excellent basis for revealing shifts and determining with each individual and group the reason for the shift. This is especially important because many students will not realize that a shift did occur or in what direction it went.

A final thing which becomes clearly and quickly evident is a consideration of what went on within the group. The group report form will reveal part of this information and a comparison of the group solution with each individual solution will reveal an additional element. It may be revealed that one person is dominant and perhaps coercive. It may be revealed that a great deal of communication or

very little communication went on in the group. Or it may reveal that the group solution in some way has satisfied each group member by cutting across all individual decisions.

In the debriefing, the instructor may wish to present all or some of the data noted above to the group as a whole, or generally discuss the data and its trends while keeping the specifics (discrepancies, etc. for individual consultations). However, the debriefing (which should take at least fifteen minutes) should at minimum describe the purpose of the activity, point out the kinds of data acquired and what the data can indicate, and point out the trends which will generally occur if group members were to continue to work on additional problems. The instructor will find that most students have not been aware of self-other relationships in group problem solving, or what will occur to them and the group as an entity as the group process continues using a structured decision process.

Summary

The role playing simulation activity described above can be usefully employed as a powerful tool for both learning and analysis, if it is used seriously and if it is properly administered.

Through its use, the student should acquire additional knowledge of many things, not the least of which is his effectiveness as a group member and the group process. The instructor will have available a considerable amount of data which can be used to better understand the student and his capabilities.

The last point which should be made is that the instrument has sufficient flexibility to allow for the insertion of new and dif-

ferent situations, roles, and problems. Even the criteria on the performance or value scales can be modified for the purpose of examining new areas of interest.

Group	Student No.	PROBLEM #1							PROBLEM #2							
		Group Score	Self 'P' Profile	Other Self 'P' Profile	Disparity	Self Value Assumptions	Other Self Value Assumptions	Disparity	Group Score	Self 'P' Profile	Other Self 'P' Profile	Disparity	Group Scores	Self 'P' Profile	Disparity	Self Value Assumptions	Other Self Value Assumptions	Disparity
A	1																	
	2																	
	3																	
	4																	
B	1																	
	2																	
	3																	
	4																	
C	1																	
	2																	
	3																	
	4																	
D	1																	
	2																	
	3																	
	4																	
E	1																	
	2																	
	3																	
	4																	
F	1																	
	2																	
	3																	
	4																	
G	1																	
	2																	
	3																	
	4																	

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INTERACTION

ROLE PLAY ACTIVITY

FORMS

Form 1

SITUATION

You are a member of the staff (head librarian, assistant librarian, or junior librarian) of a small branch library which is part of a large city library system.

Your library is located in a low socio-economic area of the city. In this community, the majority of the citizens are black, about 30 per cent are appalachian white, and about 10 per cent are of Spanish descent. About one-fifth of the adult population is functionally illiterate and about 30 per cent of the potential work force is unemployed. About 30 per cent of the families in the community are one-adult families, and there are serious problems of alcholism and drug addiction among both adults and older teenagers.

The library building is an old brick rather forboding structure that does not in itself do much to encourage usage.

The acquisitions budget is low at about $10,000, and there does not appear to be any chance of it being increased.

The personnel budget is sufficient to employ a head librarian, assistant librarian, two junior librarians, and a clerk. This staff does not look as though it will increase. If anything, it may decrease by one junior librarian position.

The usage figures for the library are low and have been for the past several years. This problem may be caused by a number of factors--library appearance, improper acquisitions, low budget, insufficient staff, staff apathy, consumer indifference, or consumer apathy. More than likely, a combination of these factors have contributed to the existing situation.

However, one thing certainly appears true. If meaningful usage is to increase, the library must relate to the community--specifically to those elements in the community expressing concern, and possessing the influence and power to lead.

On the other hand, there is a danger of leaning so much toward the community that the library system is damaged irrepariably.

R O L E

HEAD LIBRARIAN

Description

You are the head librarian of a small branch library within a large metropolitan system.

In this position, you are faced with the overall responsibility for many problems, including budget-acquisition-personnel, etc. You have pressures from the main office, from the community, and from your own personnel.

This kind of pressure and its associated problems have been an integral part of your life during the past twelve years you have served as head librarian.

As a result of these pressures you have found that it is not advisable to be too liberal or too conservative. Neither of these approaches appears to work. Whenever they have been used, programs have failed and people have been antagonized. Your decisions are now usually well thought out and more toward a sensible middle approach--away from the extremes.

Role

Your role in this group will be two-fold: first, you will open and moderate the staff meeting just as a head librarian would in real life; second, you will maintain a middle of the road position. If anything, you will tend toward being conservative, but you will not go to either extreme. You will not accept or agree with any solution which is either too conservative or too liberal, even if you have extreme pressure to do so.

Additional Considerations

1. Your assistant librarian is a very competent person who has been on your staff for five years. During this time the assistant librarian has been often placed in the middle between you and the rest of the staff. This awkward position is often reflected in the assistant librarian's decision.

2. Both of the junior librarians are young and very eager to effect change. Junior librarian #1 is from a middle class background and junior librarian #2 is from an inner city background.

Goal

Your goal is to see to it that this group solves a problem being considered. The group solution should avoid the extremes. It is up to you to see that it does.

Form 2

R O L E

ASSISTANT LIBRARIAN

Description

You are the assistant librarian of a small branch library within a large metropolitan system.

In this position, you are faced with the overall responsibility for certain personnel, acquisitions, and budget. You also assume the head librarian's role in the event of the head librarian's absence. In any event, you are always in the position of relieving the head librarian of many administrative and supervisory duties.

Because of these responsibilities, you have often found yourself being caught in the middle between the head librarian and junior librarians. In these cases you have found it expedient to be extremely conservative in order to protect yourself, and the head librarian. You have also found that the conservative position tends to yield better results for the library and its effective operation.

Role

Your role in this staff meeting will be to push for and justify an extremely conservative position on any problem. At the same time, you will support the head librarian to every possible extent while still maintaining your position. You will not accept any position which is middle of the road or extremely liberal.

Additional Considerations

1. You have been in this branch library for five years. You know all of the routines and could easily handle the head librarian's job.

   Although you must support the head librarian, you often do not think highly of some of the judgments rendered. They are often too liberal for your taste.

2. Both of the junior librarians are young and very eager to effect change. Junior librarian #1 is from a upper middle class background and junior librarian #2 is from an inner city background.

Goal

Your goal is to help this group solve a problem being considered. The group solution should be conservative. It is up to you to see that it is.

R O L E

JUNIOR LIBRARIAN #1

Description

You are a junior librarian in a small branch library within a large metropolitan system.

In this position, you are faced with many immediate and low decision level tasks. These tasks are primarily operational in nature and relate to cataloging, filing, assisting people, etc.

It does not take very long in this situation to realize that you have very little voice in any major decisions. Even the minor decisions are often not in your provence. Perhaps this is the real world instead of the theoretical world of the library schools you attended. You are never informed of the budget nature or extent, and there seems to be no policy or guideline for most operations within the library. You are beginning to believe that librarians spend most of their time doing daily routine tasks instead of concerning themselves with the clientle.

You often consider the possibility of voicing your opinion loud, strong, and directly that things need to change. However, you are equally as certain that direct confrontation will not work--it will only serve to antagonize those people that you have to work with. In short, you have decided to be firm, but play it softly and work through the system. You feel that more can be accomplished in this way, and you will get a better personal profile from the head librarian.

Role

Your role in this group will be to push for and justify a liberal position on any problem. You will also be supportive of any other liberal views. However, you will keep an open mind and will modify your position more toward the middle or conservative view if there is good reason to do so.

Additional Considerations

1. You have been at this branch library for six months, but you already know most of the routines and problems. You are quite certain that you could perform the assistant librarian's job.

2. The head librarian and assistant librarian are of the 'old' school and lack innovativeness.

3. You are a product of a reasonably affluent suburban society.

Form 2

R O L E

JUNIOR LIBRARIAN #2

Description

You are a junior librarian in a small branch library within a large metopolitan system.

In this position you are faced with many immediate and low decision level tasks. These tasks are primarily operational in nature and relate to cataloging, filing, assisting people, etc.

It does not take long in this situation to realize that you have very little voice in any major decisions. Even the minor decisions are often not in your provence. Perhaps this is the real world instead of the theoretical world of the library school you attended. You are never informed of the budget nature or extent, and there seems to be no policy or guideline for most operations within the library. You are beginning to believe that librarians spend most of their time doing daily routine tasks instead of concerning themselves with the clientle.

You often have considered voicing your opinion on these and other matters very strongly, and you have just about reached the end of your rope.

Role

Your role in this group will be to push for and support an extremely liberal position on any problem being considered. You will not accept any position which is middle of the road or conservative.

Additional Considerations

1. You have been at this branch library for about one year. The other junior librarian has only been there for about six months. In addition, the rest of the staff were all raised in affluent suburban communities, but you were raised in the inner city.

2. The head and assistant librarians are of the old school and are not sensitive to the needs of present day, let alone an inner city community.

3. It is important to note that you originally came from this general area, and that some of the people that you know expect you to do something to make this library more relevant to the community.

Form 3

PROBLEM #1

General Statement

An analysis by the central library system office has revealed there are usage problems with many of the branch libraries. Your library is included among those with low usage.

Specific Statement

A two month study by the central office has revealed that up until thirty days ago library had reached an extremely low level in a number of branch libraries. Your library was specifically noted in the study as not only having very low usage, but also as evidencing a definite downward trend in usage.

A further breakdown of this analysis also revealed that most of the existing usage is by children. There is practically no usage by adults in the community.

These facts exist in the face of evidence that there is a large segment of aged persons in the community, and there are more adults than children in the community.

It is evident that something must be done to increase usage and reverse the downward trend.

Goal

Develop a solution to this problem.

Form 3

PROBLEM #2

General Statement

A group of Karate advocates have approached the head librarian and asked for a space in the library to practice their discipline.

Specific Statement

Last Thursday, at about 2:00 p.m., a Mr. Fredrick Jordan (a responsible community member) requested a meeting with the head librarian. The purpose of this meeting was to request space (at least 20' x 20') for him to teach Karate to a small group of people from the local community. Mr. Jordan had somehow discovered that an older, non-renovated small reading room was not being used and was large enough for this purpose.

Since this is a potentially significant request, the head librarian postponed decision until a full staff meeting could be called to consider it.

There are a number of factors that are currently unclear about this request. For example: (1) Will noise be a problem? (2) Would allowing this help community relations? (3) Does Mr. Jordan charge the group for this service? (4) What is the makeup of the group? There are many more questions which must be considered if a reasonable solution is to be developed.

Goal

Develop a solution to this problem.

Form 4

INDIVIDUAL PROBLEM

SOLUTION FORM

Problem # _____

In the space below write legibly, and in no more than one paragraph, your solution to the problem.

Solution

Form 5

PROBLEM SOLUTION

Procedure

All problems should be analyzed using the following basic procedure.

1. Define Problem
    a. What are its major elements
    b. What are its minor elements
    c. What are its ramifications

2. Alternative Solutions
    a. What are some possible ways in which the problem should be solved
    b. What are the advantages and disadvantages

3. Proposed Solution
    a. What is the best solution or combination of solutions
    b. What are the ramifications of the final solution

Form 5

PROBLEM DEFINITION
WORKSHEET

MAJOR ELEMENTS

MINOR ELEMENTS

RAMIFICATIONS

Form 5

ALTERNATIVE SOLUTIONS
WORKSHEET

ALTERNATIVE SOLUTIONS

ADVANTAGES

DISADVANTAGES

Form 5

PROPOSED SOLUTION
WORKSHEET

PROPOSED SOLUTION

RAMIFICATIONS (Implications)

Form 6

GROUP REPORT SHEET

Group _____

PROBLEM _____

Brief Description of Problem

Solution to Problem (Final)

Number of People Agreed to Final Solution

_____

Which People Agreed to Final Solution

_____

_____

_____

_____

Form 7

SELF EVALUATION

Name _____

Problem _____

Group _____

PERFORMANCE PROFILE

Directions: Check in one of the six boxes to make your self-evaluation of your performance. Add any additional comment below.

	Poor	Fair	Avg.	Good	V. Good	Exc.
Analyzing the overall problem						
Analyzing elements of the problem						
Analyzing alternatives						
Discussing before acting						
Maintaining relationships						
Exchanging information						
Listening to others						

Additional Comments:

Form 8

OTHER EVALUATION

Evaluator No._____

Role Evaluated No._____

Group_____

PERFORMANCE PROFILE

Directions: Check in one of the six boxes to make your evaluation of the other group member. Add any additional comment below.

	Poor	Fair	Avg.	Good	V. Good	Exc.
Analyzing the overall problem						
Analyzing elements of the problem						
Analyzing alternatives						
Discussing before acting						
Maintaining relationships						
Exchanging information						
Listening to others						

Additional Comments:

Form 9

SELF EVALUATION

Group_____

Role_____

Name_____

VALUE ASSUMPTIONS

Directions: For the problem being considered, check (✓) the value assumptions which played an important role in guiding your decision. Add comments if appropriate.

	PROBLEM	
	✓ Box	Comments
1. The library belongs to the community		
2. The Library's job is to make materials available -not get involved in political issues		
3. The most important commodity the Library provides is a store-house of knowledge		
4. Failure in usage is function of the Library -not the users		
5. There must be order in the Library before it can function effectively		

6. Libraries need to work with the community to be maximally effective		
7. The Library system can be changed through systematic effort		
8. It is essential for effective performance that the head librarian outline in detail what is to be done and how to do it		
9. Direct confrontation is seldom the best way to deal with people and change the system		
10. The authority of the administration must be maintained		
11. Self respect is a necessary ingredient for all Library staff		
12. Human relations is necessary to effective organization		
13. A Library's main concern should be improvement of services for its community		
14. A Library functioning well will be service task oriented rather than internal detail oriented		

Form 10

OTHER EVALUATION

Evaluator No._____

Role Evaluated No._____

Group_____

Name_____

VALUE ASSUMPTIONS

Directions: For the problem being considered, check (✓) the value assumptions which you feel played an important role in guiding the decision of the other group member. Add comments if appropriate.

	PROBLEM	
	✓ Box	Comments
1. The Library belongs to the community		
2. The Library's job is to make materials available -not get involved in political issues		
3. The most important commodity the Library provides is a store-house of knowledge		
4. Failure in usage is function of the Library -not the users		
5. There must be order in the Library before it can function effectively		